

THE ANALYSIS OF THE MORAL VALUES IN THE NOVEL SENSE AND SENSIBILITY

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Abstract: The main focus of this research is to find the moral values contained in the novel by doing the analysis. To analyze the novel, descriptive analysis is used in this research. The analysis itself is done after following the steps for describing the things that happened in the novel, such as the conflicts between the characters, the plot twist, etc. After doing the analysis through its theme, plot and characters, this novel contains some moral values which divided into positive and negative moral values. The positive moral values are calmness, responsible, kind and good understanding; the negative moral values are heartlessness, greedy, sly, odd, excessive sensibility, and tricky. Those moral values can be applied in the teaching and learning process, especially in English Education Study Program. There are the implementations of the moral values in this novel for teaching and learning process, specifically for English Education Study Program. Based on the analysis, this novel is recommended as one of the literature subjects' material and suitable for the students considering to their mental age.

Keywords: Sense and Sensibility, Analysis, Moral Values

Abstrak: Fokus utama dalam penelitian ini adalah menemukan nilai-nilai moral yang terkandung di dalam novel dengan melakukan analisis. Analisis deskriptif digunakan dalam penelitian ini untuk menganalisa novel. Analisis dilakukan setelah mengikuti langkah-langkah untuk mendeskripsikan hal-hal yang terjadi di dalam novel, seperti konflik antar karakter, alur, dan sebagainya. Setelah menyelesaikan analisis pada tema, alur, dan karakter, novel ini mengandung nilai-nilai moral yang mana dibagi menjadi nilai moral positif dan nilai moral negatif. Nilai moral yang positif adalah bersikap tenang, tanggung jawab, baik hati dan pengertian; nilai moral yang negatif adalah dingin hati, serakah, licik, kikuk, sikap berlebihan dan culas. Semua nilai moral tersebut dapat diterapkan dalam proses belajar mengajar, khususnya untuk Program Studi Pendidikan Bahasa Inggris. Berdasarkan pada analisis, novel ini direkomendasikan sebagai salah satu dari bahan mengajar mata kuliah Sastra dan sesuai bagi mahasiswa menilik dari usia mental para mahasiswa.

Kata kunci: Sense and Sensibility, Analisis, Nilai Moral

“Literature is written art--art in which a writing device is used to put words on paper.” (Jewell, 2012). The statement from Jewell defines that literature is part of art, the written art. The written art means that the authors, with their own creativities, express their thoughts, feelings, and cultures in literary work.

Selden cited in Lazar stated that literature is a special use of language which achieves its distinctness by deviating from and distorting ‘practical’ language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently. (Lazar, 2009:2)

Based on the various definitions of the literature, the writer defines that literature is a term used to describe written or spoken material. In some cases, “literature” is used for describing anything from creative writing to more technical or scientific works, but the term is most commonly used for referring to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.

In teaching and learning process, we cannot deny the role of literature. Basically, it has a very strong relation towards the process. Even so, not many people notice it as the part of teaching and learning process yet they still use it during the teaching and learning process.

Literature as one of the subjects that we have to learn in English Teaching and Learning study program is to support our comprehension about understanding the students’ characteristics. The characteristics that mentioned here does not mean the physical appearances, but it refers to their ability to understand, to express, and to react through the surroundings. Everyone is different and in education, we faces the differences in our students in the teaching and learning process.

Literature gives knowledge to the readers in the form of information. It is presented through language to describe facts about a person, a place, or an event. It also informs us the way of life in society, like the customs, the rules, the attitudes or behaviours.

H. Douglas Brown (2001:118) “The experts seek to explain globally how people perceive, filter, store, and recall information, means that the way of people interact whenever they get something is different”. Here is the use of the literature, to help us to understand about the students’ characteristics and to sharpen our sense as the teacher.

Literature has three main kinds; they are novel, drama, and poetry. In the writer’s opinion, among all of these kinds, novel is the most interesting one due to the simplicity, the relaxation that the reader could get, and also from the various genre of it. ‘Novel’ derives from the Italian word *novella*, which means ‘tale’, or ‘piece of news’. As they came into prominence in the early eighteenth century, novels were mainly concerned with the representation of everyday events, or generally the fairly recent past, rather than with the universal truth to which poets and playwrights often seemed to aspire. (Rawlings, 2006:22)

A novel can be analyzed in several points of view. It can be analyzed from the moral, social and religious point of view. Moral has a close relationship with character, because moral is reflected by character. Character is the element of novel

and moral is actually one of four levels of characterization. These four levels are physical, social, psychological and moral. These levels help us to see the very basic description of characters. Moral values have function to education such as to teach good behaviour to us, for example honesty, trustworthy, responsibility, harmony, and many more.

Sense and Sensibility is Jane Austen's first novel to be published. It is a stirring drama of private life and perhaps the most underrated of Austen's major works. Usually, the readers read *Sense and Sensibility* after they read *Pride and Prejudice* or *Emma*. In the beginning, it titled *Elinor and Marianne*, but then a couple years later the title changed to *Sense and Sensibility*.

The title "Sense" and "Sensibility" itself represents the two main characters, the Dashwood siblings, Elinor and Marianne. They live in a harmony, with some social conflicts revolves around them, it makes the story become alive and they seem grow up through the plot. Taking place in Norland Park, Barton Park, and Cleveland on the 17th and 18th century, we can learn the moral values and the cultures from this novel and implement it to the teaching and learning process.

Furthermore, the reason of *Sense and Sensibility* is chosen in this research because the writer thinks this novel could bring some good life lessons. *Sense and Sensibility* focuses on the relationship between the siblings and their environment, their reaction towards the events that happened around them.

The analysis of *Sense and Sensibility* is done for some benefits to the readers, which the researcher emphasizes on the students of English Education Study Program of Educational Teaching and Learning Faculty of Tanjungpura University, it is hoped that this analysis will be able to give significant contribution to Academic Reading and Literature subjects.

METHOD

The purpose of the research is to find out the moral values. That is why the researcher conducts descriptive method as her research method due to the need of describing the manners of the characters in this novel. Ary stated that descriptive studies are designed to obtained information concerning the current status of phenomena; they are directed toward determining the nature of situation as it exists at the time of the study (Ary, 1979:295).

Based on the resaerch method used, the researcher analyzes the data by using some procedures: (1) Reading the text of the novel "*Sense and Sensibility*" intensively, the first step is important in order to understand the story in the novel "*Sense and Sensibility*". The researcher reads the whole chapters of the novel; (2) Identifying and making the notes of theme and characters in the novel, this step is to support the existence of the moral values by using the tool of data collecting; (3) Making conclusion and suggestion, last but not least, the researcher makes the conclusion and suggestion of the research findings.

DISCUSSION AND RESULT

The moral values that implicitly delivered in the story are revealed after the analysis of the parts of the novel, except in the characters' analysis. The analysis of the *Sense and Sensibility* novel written by Jane Austen as follows:

Analysis of The Theme

The main theme of this novel is: the excessive sensibility will be dangerous for us. Austen is concerned with the prevalence of the "sensitive" attitude in the romantic novel which, after 1760s, turned to emphasizing the emotional and sentimental nature of people rather than, as before, their rational endowments. Austen tried to discredit the trend of the most novels at that time towards sentimentality by pointing out its dangers in the example of Marianne and showing the superiority of sense, in the example of Elinor.

At the end of the novel, sense is finally justified and sensibility shown to be weakness. Ironically, Marianne marries a prosaic older man, and for both it is the second love, something Marianne vowed she could never tolerate. Elinor's fate is more romantic, she marries her first and only love.

The proponents of sensibility emerge as much more favourable characters than do those that stress the tenets of sense. The moral qualities of goodness and loyalty to one's family are an integral part of what Austen means by good sense. In fact, they are the most important parts of it. Thus Marianne and her mother, while immature and overly romantic, are, on the whole, good people. Sir John is much more pleasing than his wife, and Mrs. Palmer is preferable to Mr. Palmer for just those qualities of feeling that he abhors. Willoughby, John and Fanny Dashwood, and Mrs. Ferrars, the villains of this novel, all lack the necessary human sentiments. Only Elinor and Colonel Brandon remain unscathed, and both have ample portions of both sense and sensibility.

Analysis of The Plot

There is a dual plot and dual heroines. Elinor and Marianne each pursue her romance according to her temperament and beliefs. Each has an unhappy love affair at the start. The parallel plots, illustrating the dual theme, are one of the weaknesses of the novel, for they occur too "conveniently" and are therefore not convincing.

The beginning of the story in part one starts when Mr. Dashwood died and passed his estate, Norland Park, to his only son from his first wife, John Dashwood. Mrs. Dashwood, his second wife, and their daughters, Elinor, Marianne, and Margaret are left only a small amount of his wealth.

On his deathbed, Mr. Dashwood had asked John to promise to take care of his half-sisters but John's selfish wife, Fanny, soon persuades her weak-willed husband that he has no real obligation to fulfil the will of his father and gives Mrs. Dashwood and his sisters nothing. John and Fanny then move to Norland as its new owners and the Dashwood women begin to looking for another place to live because they were degraded as the visitors.

For further information, the researcher divided the plot as stated in the literature review as follows:

The exposition

The exposition begins when Mr. Henry Dashwood has just died. After his burial, Mrs. Dashwood, his second wife, and their daughters are left with John Dashwood until he brought his wife, Fanny into the house. The selfish Fanny doesn't like their existence, so the Dashwood women decided to leave Norland and move to Barton. The reason of Fanny's action is clearly visible, her brother, Edward Ferrars comes to stay and he is attracted to Elinor. Elinor also returns his affection that makes Marianne confuse how her sister attracted to a guy like Edward could.

In Barton, they meet some fellows, Mrs. Jennings, Sir John Middleton, Colonel Brandon, and the others. They are welcoming The Dashwood women well, like their own family. Colonel Brandon obviously attracted to Marianne, yet he is keep in silent about it, just love her tenderly and he knew his portion for it.

Then, Marianne and Margaret are caught in a downpour one day. Running downhill, Marianne stumbles and falls, suddenly a young gentleman, who is in uphill, picks her up and carries her home. Mrs. Dashwood impressed by the young man's manners. She asked his name, its Wiloughby. Soon, Marianne is captivated by him, and he visits her everyday.

Rising action

The rising action part starts when Wiloughby goes to London for business trip. Mrs. Dashwood and Elinor are wondering about his departure, Marianne continuous to grieve. There is no letter come from him.

When Miss Dashwood is walking, there is a man appears on a horseback. Marianne is running towards him, expecting it is Wiloughby. But rather than Wiloughby's appearance, it is Edward Ferrars. He comes to stay for a week, then he has to leave, even he has no direction yet.

He was the only person in the world who could at that moment be forgiven for not being Willoughby; the only one who could have gained a smile from her; but she dispersed her tears to smile on him, and in her sister's happiness forgot for a time her own disappointment.

Sir John meets the Steele siblings, Anne and Lucy. Mrs. Jennings discovers that they are her relatives. Elinor and Marianne find the older Miss Steele very vulgar and free in her speech, and Lucy, the younger, lacking in real elegance, artless and illiterate. As Marianne refuses any intimacy with the misses Steele, they turn to Elinor. Lucy persists in asking her opinion of Mrs. Ferrars. She confides that she has been secretly engaged to Edward for four years. Edward stays for four years with her uncle. There is the acquaintance begins, and Elinor desperately hopes that Lucy is lying, but all the hope vanishes, when Lucy shows her a letter from Edward and tells her that she has given a lock of her hair, set in a ring.

Climax

As mentioned before, this novel has dual plot and dual heroines, so it also has dual climax. The first climax is when Marianne receives her heartbreaking letter from Willoughby. It is at this moment that the reader knows for sure that there is absolutely no future relationship for Marianne and Willoughby. In fact Willoughby's letter, which we learn much later was not actually written by him, so cruelly apologizes if he had made her believe he felt more than what he expected to be. Willoughby further states that he has long been engaged and returns both her letters and lock of hair, which for the culture of the time, both happen to be tokens of an engagement.

At this point, the plot begins winding down. Though Marianne's heartache nearly leads to her death, her near death experience resolves her beliefs that emotions should always be guarded and leads instead to a beliefs that agrees with her sisters, that there is a need to use sense in all things, including governing one's emotions. It is also the one which lead to her relationship with Colonel Brandon, tying up that loose end as well. Therefore, the climax involving Marianne definitely occurs when she reads Willoughby's letter.

The second climax is involving Elinor in it, it happens a bit later after Marianne's. The climax starts when just after Thomas, the Dashwoods' servant, announces he has seen Miss Lucy Steele with her new husband, Robert Ferrars.

Marianne gave a violent start, fixed her eyes upon Elinor, saw her turning pale, and fell back in her chair in hysterics. Mrs. Dashwood, whose eyes, as she answered the servant's inquiry, had intuitively taken the same direction, was shocked to perceive by Elinor's countenance how much she really suffered, and a moment afterwards, alike distressed by Marianne's situation, knew not on which child to bestow her principal attention. The servant, who saw only that Miss Marianne was taken ill, had sense enough to call one of the maids, who, with Mrs. Dashwood's assistance, supported her into the other room. By that time, Marianne was rather better, and her mother leaving her to the care of Margaret and the maid, returned to Elinor, who, though still much disordered, had so far recovered the use of her reason and voice as to be just beginning an inquiry of Thomas, as to the source of his intelligence. Mrs. Dashwood immediately took all that trouble on herself; and Elinor had the benefit of the information without the exertion of seeking it.

Falling Action

When Marianne is at Cleveland, the home of the Palmers, Marianne is ill with a violent cold. As she does no improvements, Mrs. Jennings sends for the apothecary, who pronounces her disorder to be of an infectious variety. Things seem very bad and Mrs. Jennings convinces herself that Marianne would not survive. Sir John Middleton has met Willoughby and

told him of Marianne's morbid condition. But when Willoughby returns back to Marianne, she has no sorry because the family has suffered on her behalf.

Resolution

Finally the story gets into a stable condition when Edward says that he would not marry Lucy, instead she elopes with his brother, Robert. Everything ends happily. Elinor and Edward are married. Eventually Marianne marries Colonel Brandon, someone whom Marianne could never love before.

Based on the analysis in the elements of the plot, the writer concludes that there are some moral values we can learn from this novel, such as calmness and excessive sensibility.

Analysis of The Characters

The writer divides the character analysis into two parts, first is the analysis through the major/main characters and minor/supporting characters. Second is the analysis from the character's role which is divided into protagonist and antagonist characters.

The Type of Characters

The major/main characters of the story of this novel are Elinor Dashwood and Marianne Dashwood and the minor/supporting characters are played by Edward Ferrars, John Willoughby, Colonel Brandon, Mrs. Dashwood, Mrs. Jennings, Lady Middleton, Lucy Steele, Robert Ferrars, Sir John Middleton, Mr. Palmer, Mrs. Palmer, John Dashwood, Fanny Dashwood, Mrs. Ferrars, and Margaret Dashwood.

Major/Main Characters

The main characters of the novel *Sense and Sensibility* are Elinor Dashwood and Marianne Dashwood. In this part of the research, the writer describes the characters by giving some description based on the novel purposed to get the characterization, information, data and facts about Elinor and Marianne. In the story, Austen sometimes described the characters clearly, sometimes she described them by using others. The description then may give the result of the moral values that is useful for this analysis.

Minor/Supporting Characters

The minor/supporting characters are the other characters who helps the major/main characters into a solid story and gives us the pictures of the scene in the novel.

The minor/supporting characters in this novel are Edward Ferrars, John Willoughby, Colonel Brandon, Mrs. Dashwood, Mrs. Jennings, Lady Middleton, Lucy Steele, Robert Ferrars, Sir John Middleton, Mr. Palmer, Mrs. Palmer, John Dashwood, Fanny Dashwood, Mrs. Ferrars, and Margaret Dashwood. In this part of the research, the researcher want to explain about the characters itself based on the information in the novel.

The Role of the Characters

The next analysis of the characters is by looking at the role of the characters, which is divided to protagonists, antagonists and mentors. The writer tends to divided the roles because there are some experts' explanation that fits in the characters as well. The protagonist characters consists of Elinor Dashwood, Marianne Dashwood, Edward Ferrars, Colonel Brandon, Mrs. Dashwood, Mrs. Jennings, Lady Middleton, and Sir John Middleton. In the other side, the antagonist characters consists of John Willoughby, Lucy Steele, Robert Ferrars, John Dashwood, Fanny Dashwood, and Mrs. Ferrars. While the mentors consists of Mrs. Dashwood, Mrs. Jennings, and Sir John Middleton.

Analysis of The Moral Values

In this section, the moral values contained in the novel will be analyzed. In a literary work, moral value is like a theme which is expressed in the body of a story. A moral value is something that the researcher tries to convey to the readers. It is the knowledge to be presented in a story. In general, moral can be defined as the distinction between good and bad, right and wrong with regard to attitudes, behavior, character, etc.

The Positive Moral Values

Calmness

Calmness is one of the positive moral values, it refers to someone who always keep their emotional stage down, so they will be in stabile condition and it will help them to think clearer than the others. William George Jordan stated that:

Calmness is the rarest quality in human life. It is the poise of a great nature, in harmony with itself and its ideals. It is the moral atmosphere of a life self-centered, self-reliant, and self-controlled.

In this novel, the moral values of calmness are pointed to Elinor. Elinor, the eldest sister of Mrs. Dashwood whose advice is so affective and whose coolness of judgement is one of her good qualities, though she is nineteen, is the counselor of her mother, a good-hearted woman who tends to be imprudent, especially when she wants to leave Norland Park. At once Elinor prudently restrains her until they could find a house within their means. She enables her frequently to counteract to the advantages of them all, the eagerness of Mrs. Dashwood must generally have led to imprudence. She has excellent heart and her disposition is affectionate.

When Elinor finds out Edward's engagement to Lucy, she does not cry, unlike Marianne, but she conceals both the secret and her deeply distressed feeling from her mother and Marianne. She just wants to judge the sincerity of Lucy's feeling to Edward, and above all she wants to convince Lucy that she is not hurt by Lucy's relegation. So, during a visit to Barton Hall, she offers herself to

finish a basket, which she is making for Anna-Maria, a daughter of Lady Middleton. Elinor's good sense also could be seen when her sister, Marianne, and mother disliked Fanny, the wife of John Dashwood, Mrs. Dashwood's stepson. She tries to receive her step sister in law on her arrival in their home and treats her with proper attention. She prevails on her mother and Marianne to do likewise. Moreover, Elinor could also control her emotion when she falls in love with Edward.

She does not seem to assess Edward as an individual. She lists a number of admirable qualities that time: her mind is well-informed, his enjoyment of book is just exceedingly great, and her imagination is alive. Therefore it is just proper that she should admire him. She does not have a list of what she requires in a suitor, not like Marianne. It is clear that Elinor is a girl who has calmness including the ability to think about things in practical way, and make a sensible decision without being nervous. And, maybe, this attitude can be considered as a good common sense and positive thinking.

Responsible and Kindness

Responsible means someone who has control or care for something, or they think that it is their obligation to do so. In some cases, they would being responsible not because they really have to be responsible, it comes naturally by seeing the condition of their environment.

Good understanding

Good understanding is one of moral values that explaining about someone who can, not only understand, but also comprehend the surroundings. It can be find in Edward's attitude. Edward is not handsome, but his manner requires intimacy to please his surrounding people. He is too diffident to do justice to himself. But when his natural slyness is overcome, his behavior gives every indication of an open affectionate heart. His understanding is good. And his education has given him a solid improvement. He is dependent upon his favor of his mother. His mother and his sister want him to be a fine figure in the world. His mother interests him in political concern to get into parliament or to see him connected with some of the great men, but all her wishes center in domestic comfort and a quiet private life. He cannot fullfil all of his mother's wishes. He is more interested in religion than prestige for social reasons. Finally, he decides to enter the church to be a country person.

Good understanding can be defined as the knowledge that somebody has about a particular subject or situation. Edward who has this quality keeps his promise to Lucy about their engagement,

although his mother disinherits him if he will not break his words to Lucy, because she would ever prefer Elinor to Lucy. She also often visits the Dashwoods when they move to Barton Park as she has done when they stay at Norland Park.

The Negative Moral Values

Heartlessness

In “Sense and Sensibility”, Austen mostly addresses her mockeries to the man who threatens young women who fall in love with him unfairly. When Marianne falls in love with a man, at the beginning, he seems to answer all Marianne’s romantic notions. He is handsome boy, gallant and it is inherit a lovely estate that reminds him of a girl who lives in Norland Park. He leaves Marianne to London announcing his rich relatives. Mrs. Smith sends her there on business, and tells her evasive by when Mrs. Dashwood assures him that he would be welcome at Barton Cottage.

Heartlessness can be defined as feeling of pointlessness for other people. Mr. John Willoughby is a person of such a negative qualities. He becomes the object of the author’s ridicule. Willoughby is a man who makes girl frustrated, especially Marianne. But, when she is in London, he ignores her completely and sends her a letter with rude words.

Greedy

Greedy is one of negative moral values found in “Sense and Sensibility”. It can be implied towards Fanny’s attitudes. Fanny is a greedy woman who hates Mrs. Dashwood and Dashwood’s girl. She always manipulates the money that should be given to them after the death of Mr. Dashwood.

Sly and Odd

Sly and odd are the negative moral values found in Lucy’s attitude. Lucy is a sly and odd girl. “Sly” means the intention to act or do something in a secret or dishonest way or to trick people. In the novel stated that when she visits Lady Middleton’s house at Barton Hall, she admires the little charming family she has. She declares that she has never seen such fine children in her life. She tells that she is quite keen upon the already and ends that she is always distractedly fond of children. She loves to see children full of life and spirit; she could not bear them to be docile and quite.

Excessive sensibility

An excessive sensibility determined as the ability to experience and understand the feelings too much. It refers to Marianne. She is very sensitive woman, and she is spoiled. It is shown in the formidable list of what she requires in a suitor. She says that she could not be

happy with a man whose taste does not in every point coincide with her own. He must enter into all of her feelings.

Tricky

This kind of feeling creates negative value where it shows negative action to achieve the goals. In this novel, it is clearly interpreted that under Elinor's questioning, Lucy reveals that Edward has insufficient money of his own to marry, and depends on his mother's favor. She and Edward have decided that they must wait until Mrs. Ferrars dies, and Edward inherits her fortune, before they can marry.

Discussion and Result

From the analysis through the novel's elements, there are some moral values that can be implemented in the teaching and learning process, especially in English Education Study Program, for Literature subjects. We will not only learn the positive moral values, but also the negatives. Because we will get the good lesson from the bad experience too.

As the students in English Education Study Program, we are preparing ourselves to be an English teacher by learning from all of the subjects in our program. Teachers take the role to make the students understand about what they want to teach, it means that teacher deals with people, we face many kinds of people in our educational environment, various people means they have different personalities, characters, and behaviours. That is why we need to learn literature, because literature is talking about people.

Literature is made from the author's imagination, yet it does happen, even though not every scene really happened, still the surroundings do exist. The author used his/her creativity to make a good work but their background affects their works. For example, Andrea Hirata in his masterpiece, *The Rainforest Boy*, he made this novel based on his experiences when he was a kid. The setting, the characterizations and the details of the story are composed well and if we refer to the reality, it is really happened. Another example is Dan Brown's *Angels and Demons* takes Vatican as the place where the circumstances happen. The way he let out our imagination through the story itself also affected by his own experiences.

In this novel, *Sense and Sensibility*, the story also affected by Austen's background, her past. That is why she can describe the details in the Dashwoods' environment correctly, because it did exist. The existence of the elements of the novel itself conducts the writer to bring this novel analysis as her thesis.

We can take a look at the positive moral values first, which consist of calmness, responsible, kind and good understanding. Based on the analysis, these moral values are surely needed by the teachers, which means the students of English Education study program need to learn it too.

Calmness needs to be learned because we should consider to others' feeling and condition when we want to speak. By managing our emotions, not being too

straight-forward over something, we can get closer and understand about our students easier.

Responsible and kind, these two moral values are connecting to each other. As a teacher, we have to be responsible to our job, either its being responsible to teach or being responsible in every aspect in our life. While being a kind person is needed not only because it will help us a lot in teaching learning process, but its more because we must to be kind to everyone in this world.

As a teacher, we also need to have a good understanding, what if a teacher cannot understand about his/her students' background and judging them about something that might hurt their feelings? It will be so awful. The image of the teacher could be ruined by not having a good understanding. The students might feel insecure because they are afraid if they do mistake, that will give the bad impact to their improvement in learning.

The next is the negative moral values, we are not always learn from the positive values, but we can also learn from the negative values. From the negative values, we can learn the effect of it and we can avoid it, especially in teaching learning process. As mentioned before, the negative moral values in this novel are heartlessness, greedy, sly, odd, excessive sensibility, and tricky.

Heartlessness and greedy are the negative moral values that mostly find in rich family. In this novel, it is obviously can be seen in Mrs. Ferrars' children except Edward and John Dashwood. The typical character from rich family in fictional and reality are mostly the same, just as the writer stated before, it happened because the ideas of the author are based on the reality. As a teacher, surely we should avoid this, we have to be a sensible teacher who understand the students' conditions.

A good teacher is a teacher who not only teach, but can be the students' friend too, that's why we should avoid odd and having an excessive sensibility. Those moral values will make the students be wary to trust the teacher, because the students need a figure whom they can depend on, but not involve too much to their privacy.

Besides the negative moral values above, there are two left, sly and tricky, these moral values also bad for the teaching and learning process. As we know, teaching and learning process must run in a conducive situation, if we have these moral values, it will make a mess. Because the impact of it is dangerous, we could unconsciously hurt others' feeling.

Furthermore, the implementation of the moral values contained in this novel can be useful in teaching and learning process if they are applied in the right term and included in the syllabus and the lesson plan. The materials from this novel also can be used because it is suitable for the students in English Education Study Program.

CONCLUSION AND SUGGESTION

There are some moral values found in "Sense and Sensibility" including positive and negative moral values. The positive moral values in the novel including calmness, responsible, kind and good understanding; the negative moral values are heartlessness, greedy, sly, odd, excessive sensibility, and tricky. It is also found that some of the negative moral values are the typical of the rich family's members, such as

heartlessness, greedy and tricky. Most of them have these negative moral values mainly caused by their environment too. “Sense and Sensibility” novel by Jane Austen should be applied in English Language Teaching in literary appreciation subject as one of the basic of our knowledge and preparations to be a good teacher who will deal with various characteristics of our students.

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